

**“To be or not to be?
Re-imagining school libraries”**

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**Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune
Or to take arms against a sea of troubles
And by opposing, end them.**



Gaver, M. Every child needs a school library. Chicago, ALA, 1958

Gaver, M. Effectiveness of Centralized Library Service in Elementary Schools. Rutgers University, 1963

“With the school library literally the heart of the educational program, the students of the school have their best chance to become capable and enthusiastic readers, informed about the world around them, and alive to the limitless possibilities of tomorrow.” Mary Gaver, 1958

School Libraries do make a difference:

- Since 2000, 17+ state-wide studies undertaken
- Over 8,800 schools
- Elementary, middle and high school libraries serving an estimated 2.6 million students
- Diverse funding authorities: State Libraries, Education Dep'ts, Federal (IMLS), professional school library associations

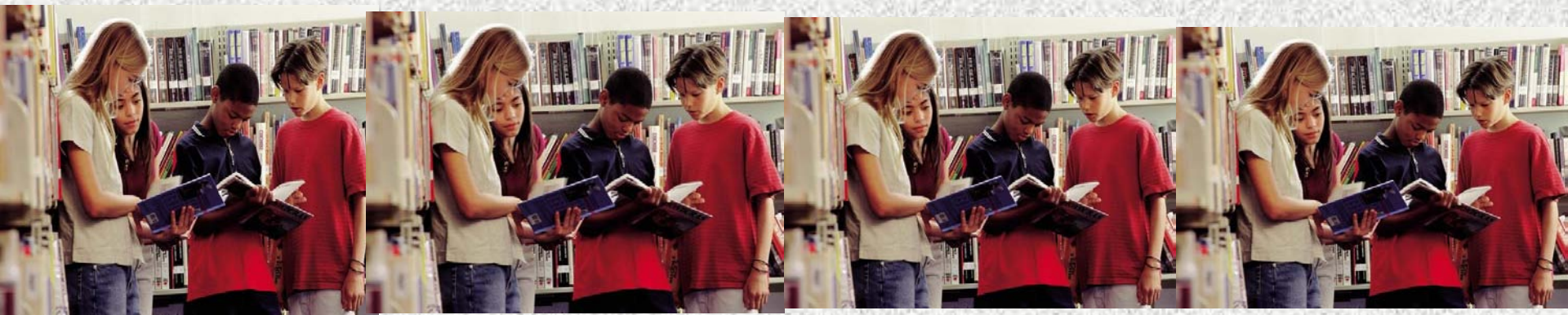


In schools with well stocked, well-equipped school libraries, managed by qualified and motivated professional school librarians working with support staff, one can expect:

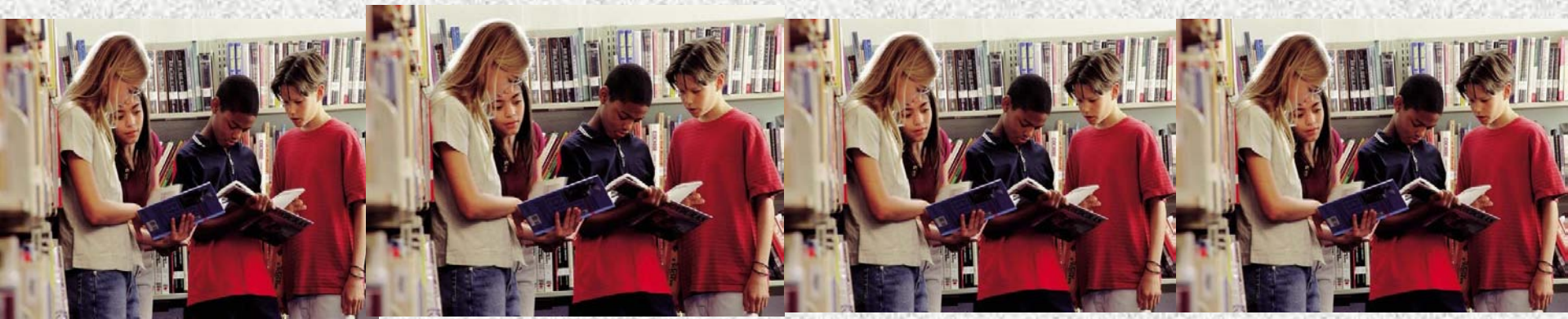
- ➔ Standardized scores tend to be 10 to 20% higher than in schools without this investment;**
- ➔ Development of capable and avid readers;**
- ➔ Learners who have a range of information scaffolds to interrogate multiple, diverse and conflicting sources of information into deep knowledge;**
- ➔ Teachers who are partnering with school librarians to create high-quality learning experiences based on curriculum standards;**
- ➔ Explicit links between availability of resources, technology, information literacy instruction and student achievement.**

- More access to books > more reading
- More reading takes place if books available
- More access to books > better reading
- More reading > language development: writing, spelling, vocabulary
- More reading > better TOEFL performance
- More reading > more hobbies, involvement in the world
- More reading > less writing apprehension
- Direct encouragement > more reading
- Peers influence reading
- Book displays influence reading
- More reading > more cultural literacy
- More reading > have more depth of knowledge

<http://www.sdkrashen.com/handouts/88Generalizations/index.html>



School libraries as powerful and engaging places in the lives of students do not happen by chance or force.



Learning outcomes are achieved through deliberate actions and instructional interventions of school librarians

INFORMATIONAL – TRANSFORMATONAL – FORMATIONAL

- **Ohio: 13,123 valid student responses and 879 teacher responses (39 schools) (2003-4)**
- **Australia: 6,718 valid student responses and 525 teacher responses (46 schools) (Lyn Hay, 2004-5)**
- **Delaware: 5,733 valid student responses and 408 teacher responses (13 schools) (2005-6)**

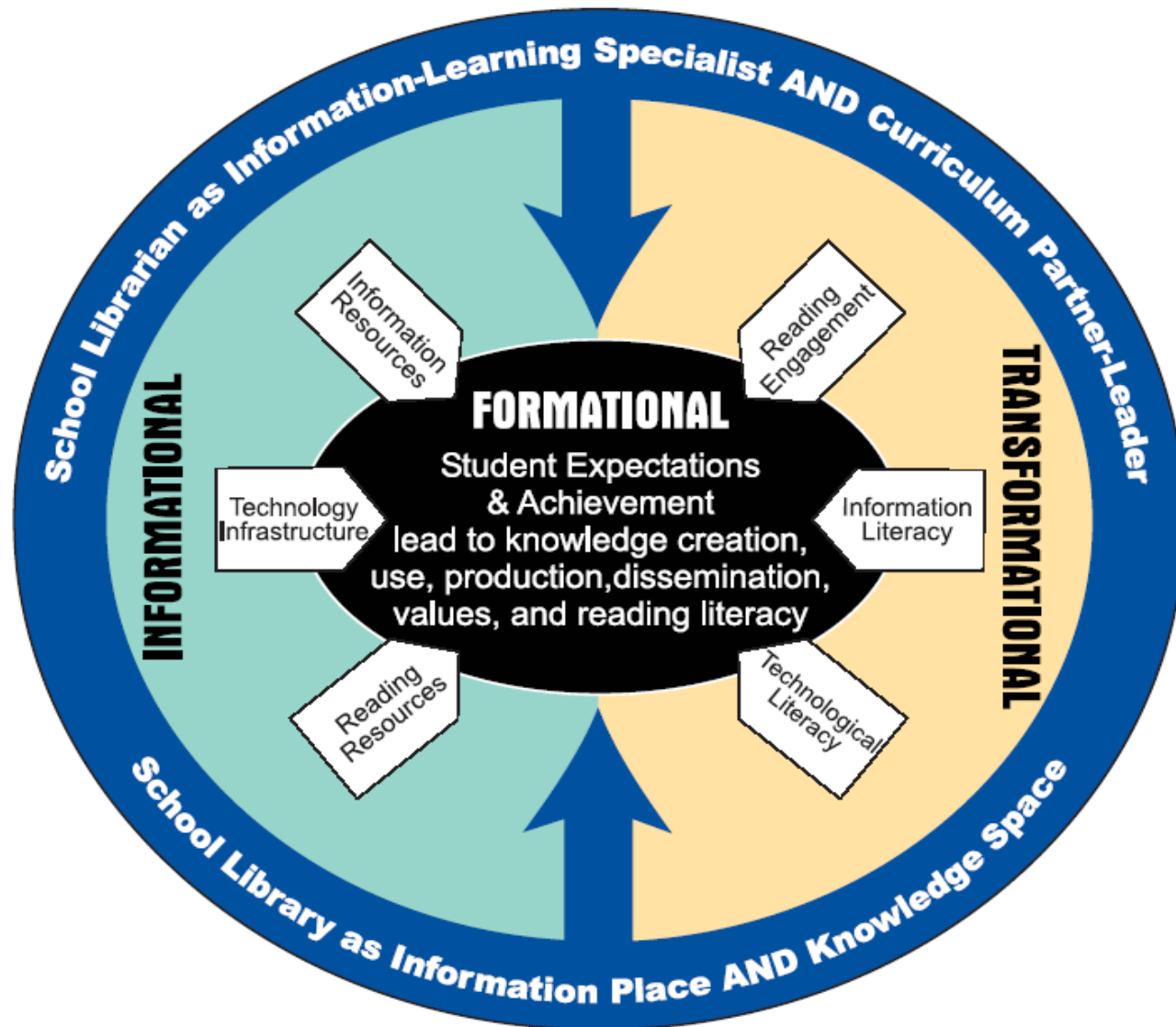
25,574 students tell us!
1,812 teachers tell us!



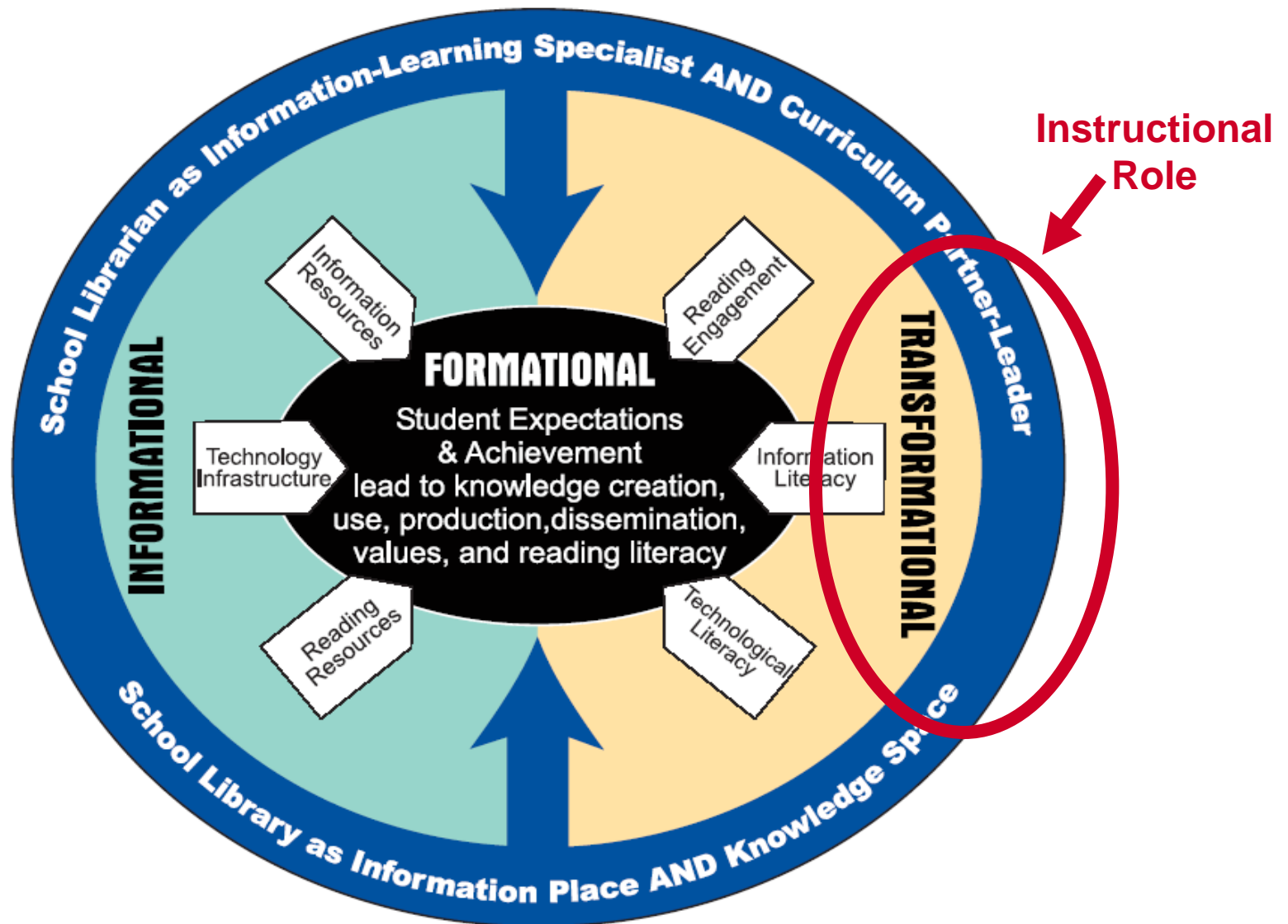
**Developing
knowledge,
understanding,
and a sense of
self.**

“Because of the school library, I was able to research the African Hindu Tribes of my native country. This proved extremely helpful in my search for self acceptance. I have searched many months through books of all sorts never stumbling upon anything remotely near what I needed. Even the tour I took to the museum and the Epcot center couldn’t clearly explain in full detail what it felt like to be a true African. I would have never felt in place without this necessary information.”

Model of the School Library as a Dynamic Agent of Learning



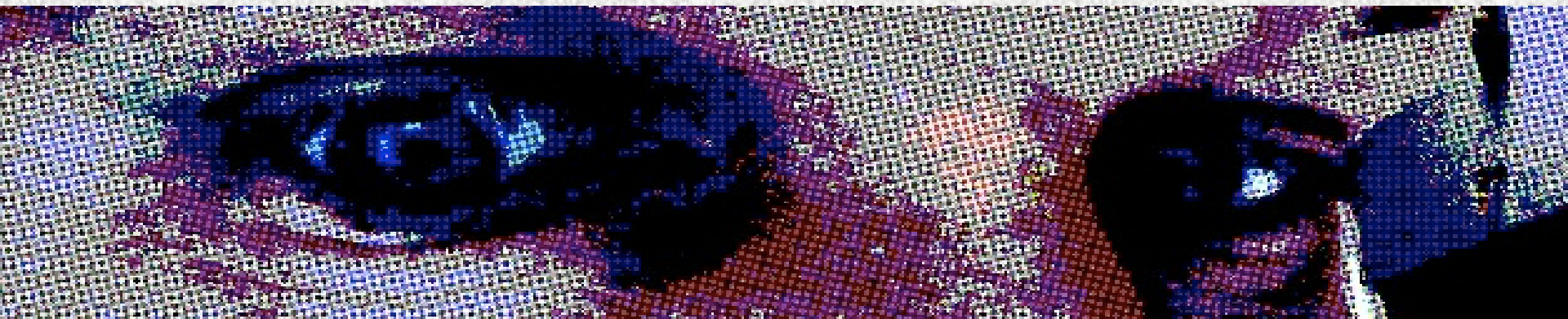
Model of the School Library as a Dynamic Agent of Learning



Meta-analyses of educational research shows that the most significant impacts on achievement are:

- the role of teacher and quality of instruction;**
- developing a supportive learning environment;**
- engaging students in discovery, inquiry, thinking and knowledge building**

SL research suggests that instructional collaborations between school librarians and classroom teachers is low





Willms, J. D., Friesen, S. & Milton, P. (2009).

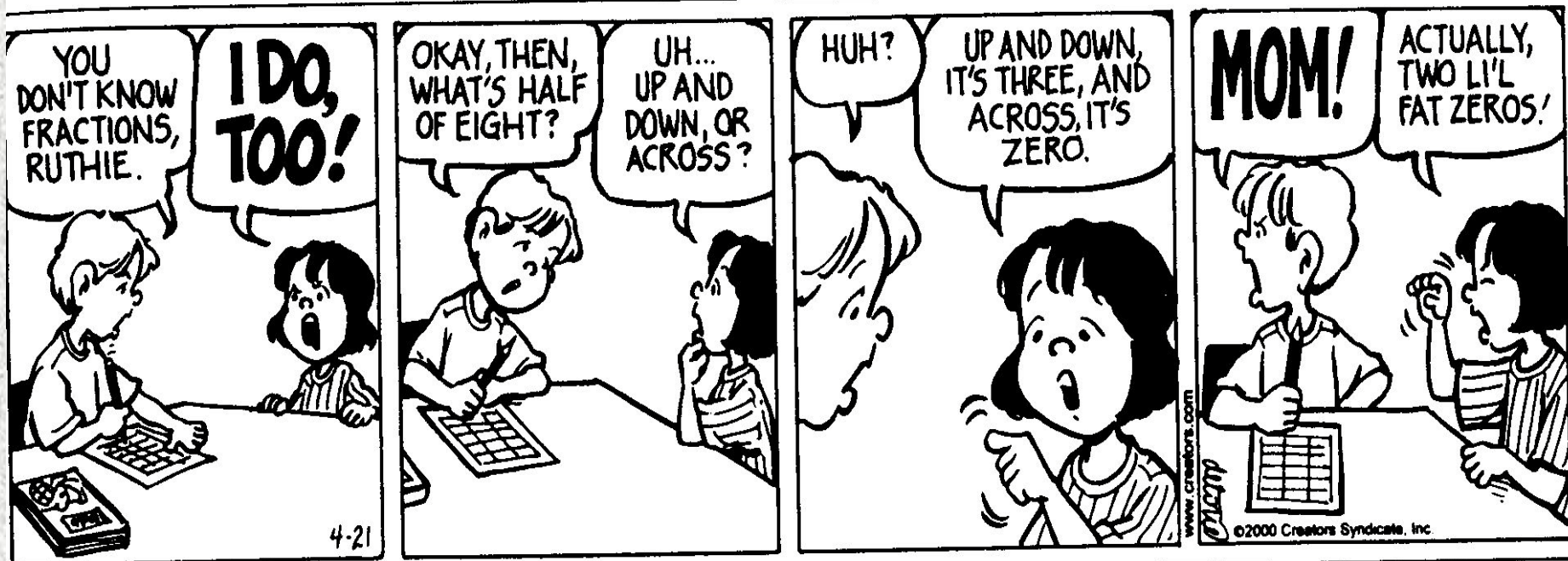
What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement.

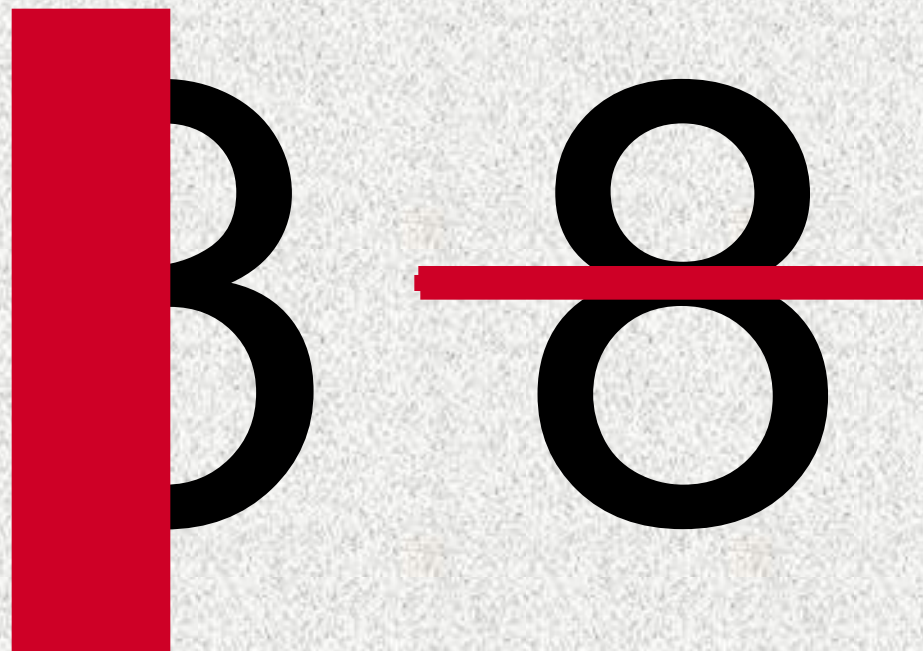
(First National Report)

Toronto: Canadian Education Association.

© Canadian Education Association 2009

	SOCIAL ENGAGEMENT	ACADEMIC ENGAGEMENT	INTELLECTUAL ENGAGEMENT
Definition	Meaningful participation in the life of the school.	Active participation in the requirements for school success.	Serious emotional and cognitive investment in learning.
Factors Influencing Engagement	<ul style="list-style-type: none"> ▪ School teams, clubs, student government, and school-wide campaigns such as environment week ▪ Positive relationships with peers and adults ▪ High expectations for success. 	<ul style="list-style-type: none"> ▪ Defined curriculum outcomes ▪ Assignments, tests, and marks ▪ Individual student effort ▪ High expectations for success ▪ Positive classroom disciplinary climate ▪ Intellectually challenging lessons ▪ Teacher and parental encouragement ▪ Direct and indirect consequences. 	<ul style="list-style-type: none"> ▪ Instructional challenge, characterized by: <ul style="list-style-type: none"> ▪ Curriculum as discipline ▪ Exploration, understanding of concepts ▪ Development of ideas through the disciplines and through work on authentic problems ▪ Individual and collective knowledge building ▪ Effective learning time ▪ Positive classroom disciplinary climate ▪ High expectations for success ▪ Positive relationships with teachers.
Developmental Outcomes	Friendships, social networks, sense of belonging, self-confidence, and often enjoyment of school.	Academic success, credit accumulation, and high school graduation. Post-secondary destinations. Orientation to good work and personal responsibility.	Confidence as knowledge-builders, problem-solvers, conceptual thinkers, self-motivated learners. Orientation to original work and often collaboration.





Think outside the box

The future of the school library?

The school library of the future?

- School libraries are essential for addressing syllabus outcomes, the complexities of learning, and quality teaching in information- and technology-intensive 21st century schools.



- Re-imagine, re-create, re-invent school libraries

School Libraries 21C

HOME 1. FUTURE OF SCHOOL LIBRARIES 2. SCHOOL LIBRARY OF THE FUTURE 3. WHAT IT TAKES TO GET THERE



Envisioning School Libraries

May 13th, 2009 by Colleen Foley in admin · No Comments

July 2009
 M T W T F S S
 1 2 3 4 5
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 20 21 22 23 24 25 26
 27 28 29 30 31
 « May

Welcome to the *School libraries 21C*, a moderated discussion blog hosted by [School Libraries and Information Literacy Unit](#). We invite your considered contributions. We look forward to engaging with a diverse range of perspectives, and working towards a common vision.

Discussion starts 1 June 2009 and **now extended to 30 July 2009**

Search

SUPPORT DOCUMENTS

- [A guide for discussion participants](#)
- [Building the Education Revolution \(BER\) \(NSWDET\)](#)

- Availability of information technology
- Access to vast quantities of information on the Internet
- Costly infrastructure; increasing cost of print material
- Cost of personnel
- Students using libraries less since they first began using internet research tools
- Search engines are primary starting point for information searching





- Privilege only digital information? denies the reality of the information landscape
- Accessing and using quality information is the foundation of deep learning: school libraries are an essential link to quality information in all formats
- Instruction in the transformation of information to knowledge remains a key challenge of education worldwide

www.schoolsucks.com

www.evilhouseofcheat.com

www.cheathouse.com

<http://www.phuckschool.com>

The TRANSPORTATION of Information



The TRANSFORMATION OF Information

- **Continuously engage in thinking about and reflecting on effective school library practices**
- **Translate this thinking into action to lead meaningful inquiry through school libraries**
- **Move beyond just thinking about improvement, and taking action through evidence – implementing local strategies and processes that contribute to a cycle of ongoing improvement**
- **Not taking action means that you will be living someone else's dreams and someone else's solutions.**

- | | |
|--|--|
| • From Information to Inquiry & knowledge | Without inquiry, there is no reason for school libraries |
| • Evidence-based practice | Without evidence, it is just another opinion |
| • Building teams and partnerships | Without teams, there is limited capacity for change |
| • Engaging Web 2.0 tools to develop deep inquiry | Without Web 2.0, missed opportunity for situating learning in the real world of kids |
| • Re-imagining school libraries | Without vision, you walk in darkness: Vision for the future: you create the vision. |

CHALLENGE 1

SCHOOL LIBRARIES AS KNOWLEDGE CENTERS, NOT INFORMATION PLACES

**Fostering inquiry and building knowledge, not
finding information**

Celebrate the understood, and not the found

**Research on IL indicates we teach mostly about
finding stuff, not what kids do with the stuff**



a ciber briefing paper

information behaviour of
the researcher of the future

11 January 2008



- **Horizontal information seeking: skim view small number of pages then ‘bounce’ out, often never to return**
- **Spend very little time on e-book and e-journal sites, and databases in school libraries**
- **Engage in “power browsing”: scanning rapidly; rapid and limited assessment and retrieval; clicking extensively**
- **Use of simple search strategies**
- **Squirreling behavior: stockpiling content in the form of downloads**
- **Superficial effort in knowledge construction**
- **Transportation rather than transformation of information**

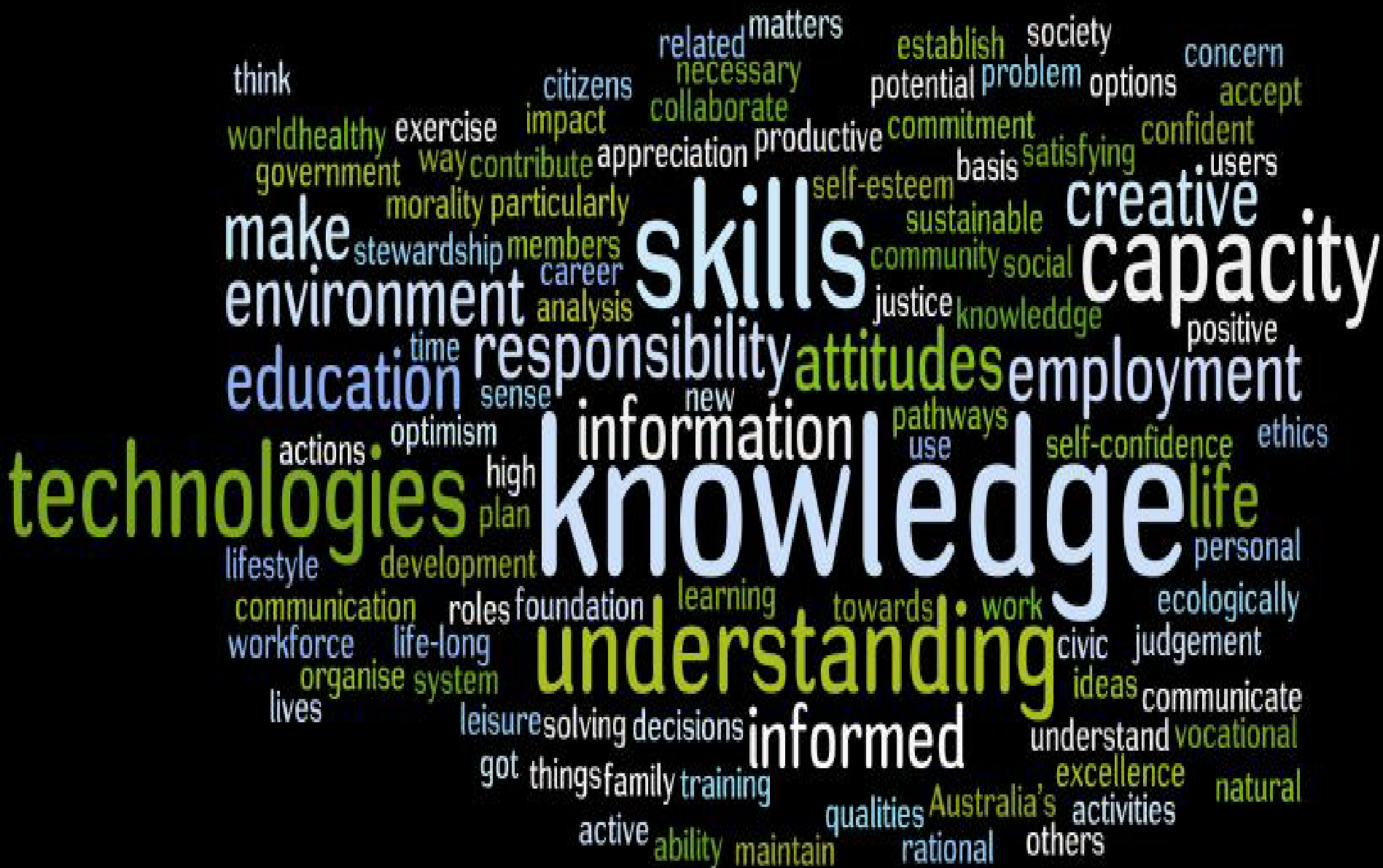
What does this say about the “school library of the future”?

“The library profession desperately needs leadership to develop a new vision for the 21st century and reverse its declining profile and influence. This should start with effecting that shift from a content-orientation to a user-facing perspective and then on to an **outcome focus”
(P. 34)**

Rowlands, I. & Nicholas, D. (2008). *Information behaviour of the researcher of the future. A CIBER Briefing Paper*. Commissioned by British Library & Joint Information Systems Committee. Centre for Information Behaviour & the Evaluation of Research (CIBER), University College London (UCL), 11 January. Retrieved 2 February 2008, <http://www.bl.uk/news/pdf/googlegen.pdf>

What do your school library documents (mission statements, policy documents, school library guidelines) say about your library's role in education, student learning and student achievement?

Check the evidence:
www.wordle.net





What is a School Library?

the school's physical and virtual information-to-knowledge commons where reading, literacy, inquiry, thinking, imagination, discovery, and creativity are central to students' learning and knowledge development in all curriculums, and learning for life

**FOSTERING INQUIRY AND
BUILDING KNOWLEDGE**

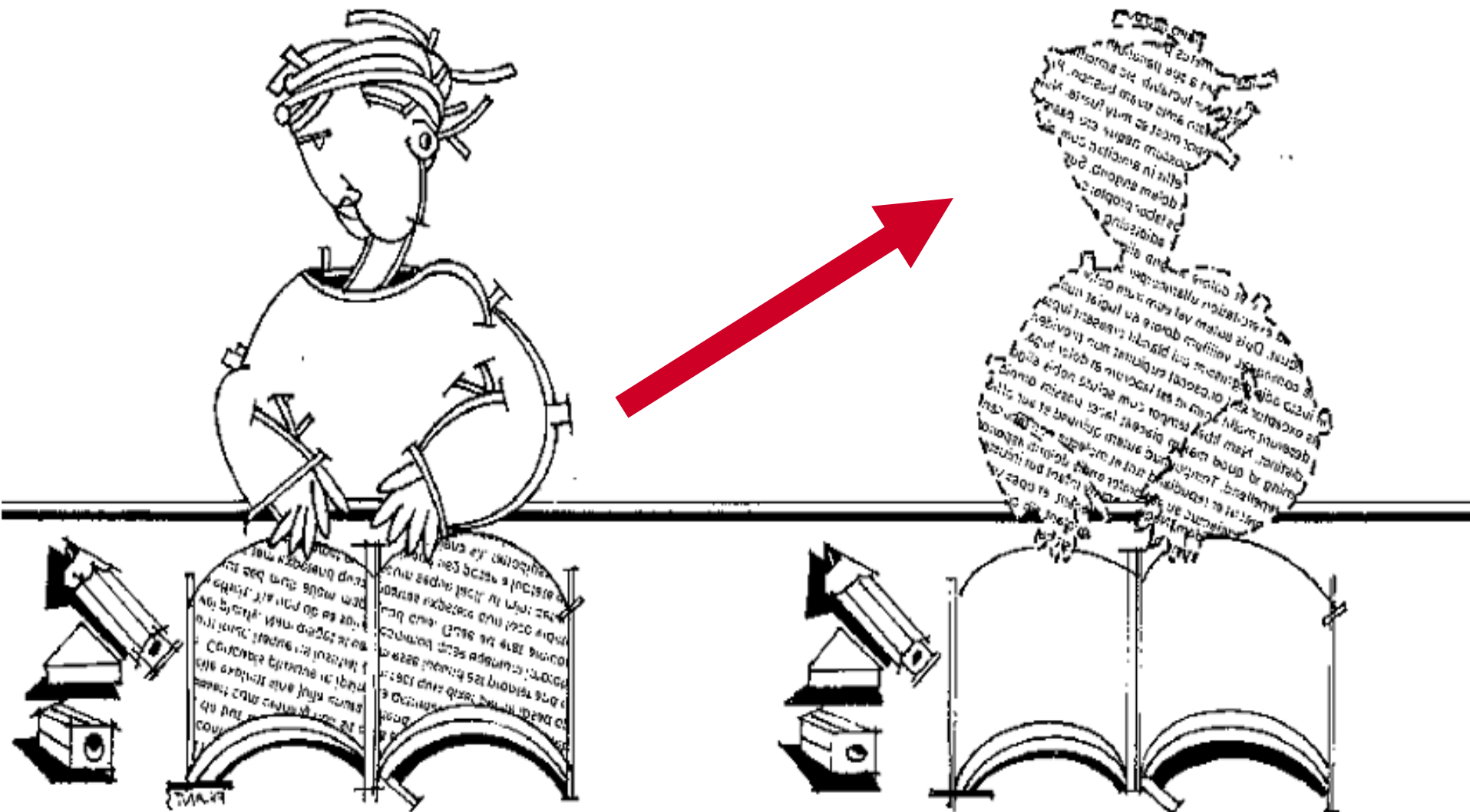
An inquiry approach to learning is one where students actively engage with diverse and often conflicting sources of information and ideas to discover new ones, to build new understandings, and to develop personal viewpoints and perspectives.

KNOWLEDGE OUTCOME

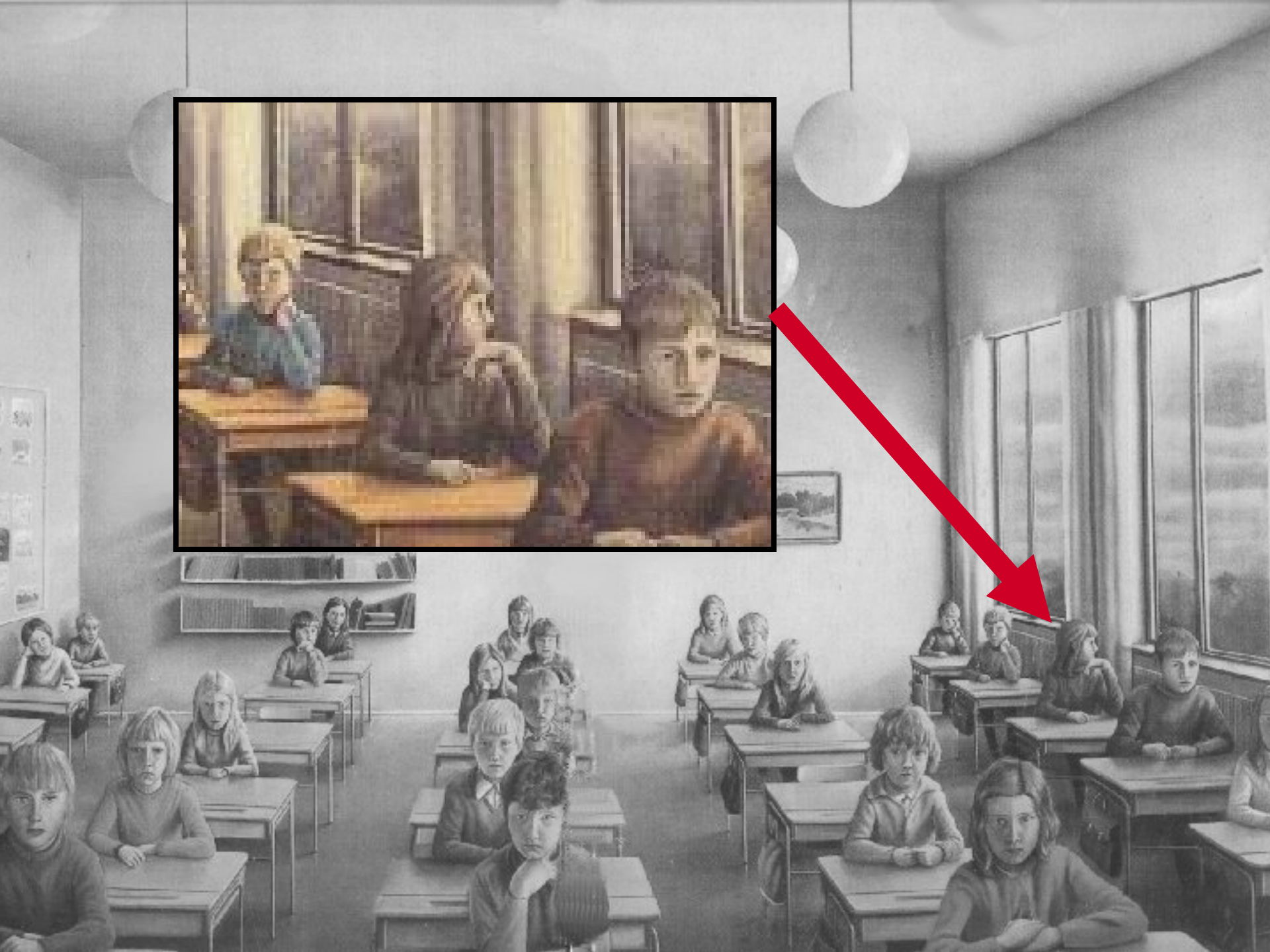
It is underpinned by stimulating encounters with information – encounters which capture their interest and attention, and which motivate and direct their ongoing inquiry.

INFORMATION FOUNDATION

The learning process?

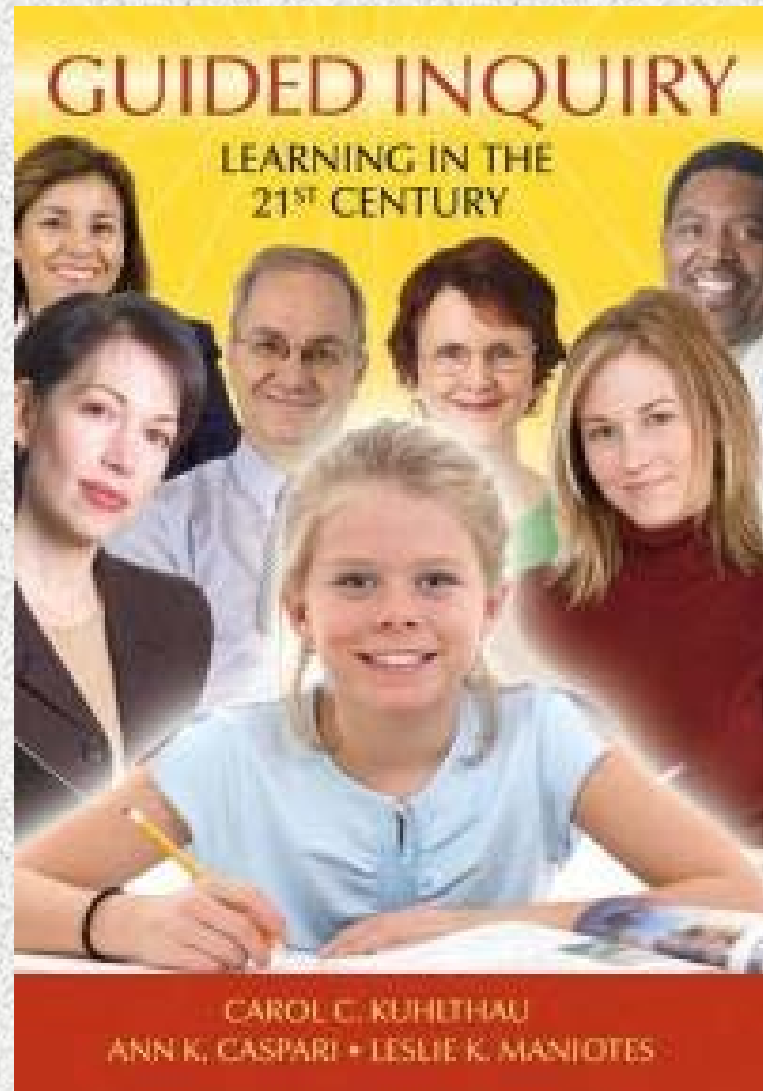








Prof Carol Kuhlthau



- **Focus on knowledge construction, not information finding: key shift in pedagogy**
- **Research informing our pedagogy: use models / processes that have research legitimacy: eg Kuhlthau's "Information Search Process"**
- **Move from simplistic, reductionist notions of information literacy to more holistic conceptions**
- **Learning management competencies, resource-based competencies, thinking-based competencies, knowledge creation competencies, personal and interpersonal competencies, reading for understanding competencies**
- **Learner-World centric, not Library centric. Learning in the library is not creating Mirror Librarians**
- **Authentic learning tasks and learning activities that connect to real world**

**LEARNERS USE SKILLS,
RESOURCES, & TOOLS TO:**

1

**Inquire, think
critically, and gain
knowledge.**

2

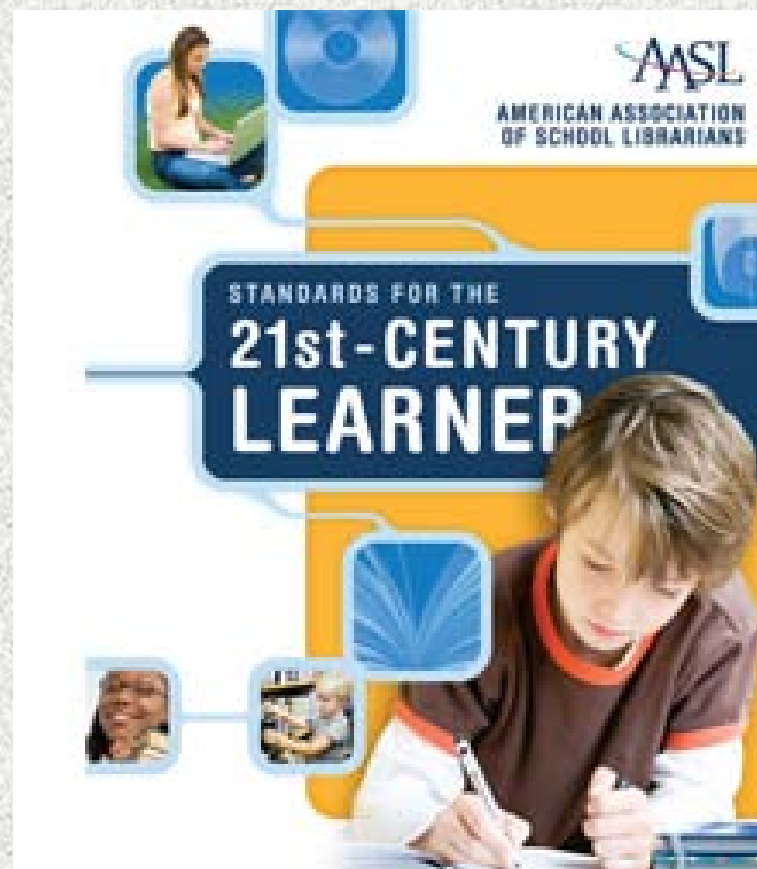
**Draw conclusions,
make informed
decisions, apply
knowledge to new
situations, and create
new knowledge.**

3

**Share knowledge
and participate
ethically and
productively as
members of our
democratic society.**

4

**Pursue personal
and aesthetic
growth.**



CHALLENGE 2

EVIDENCE-BASED PRACTICE

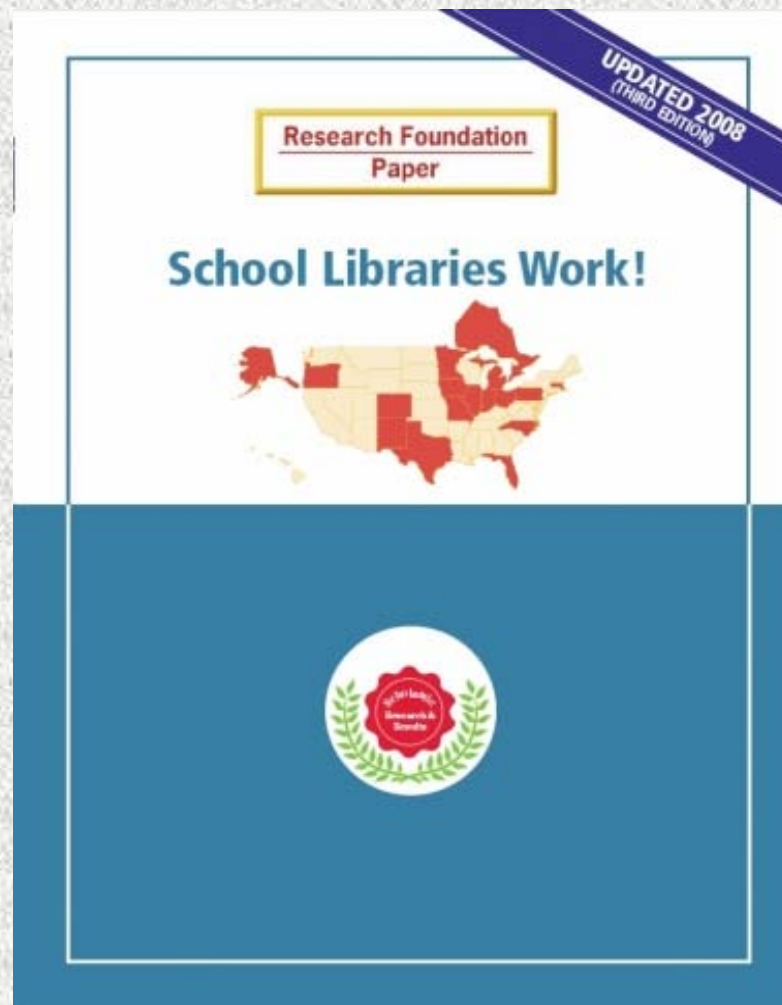
How do our school libraries contribute
to **L**earning, **L**iteracy, and **L**iving

- How does your school library impact on student learning?
- How does your school library help students learn?
- What / how does your school library add to personal, social, cultural and global development of our students?
- **HOW DOES MY SCHOOL LIBRARY CONTRIBUTE TO:**
 - Learning
 - Literacy
 - Living

School Libraries and Learning:

**50 years of
Evidence**

**Will you pass the
RAT test?
(Research
Awareness Test)**



- **Evidence FOR Practice:** use research to inform our day-to-day practice
 - reading, information literacy, information technology, instruction:
 - sharing that research in the school
- **Evidence IN Practice:** gather data from our practice, and using data within our schools: formative and summative assessments
- **Evidence OF Practice:** impacts of our libraries on student achievement; gathering local evidence as well as country evidence. Evidence linked to learning outcomes, not library

Information



- Number of classes in the library
- Number of library items borrowed
- Number of students using the library at lunch times
- Number of items purchased annually
- Number of web searches
- Number of books lost

**INSTRUCTIONAL
ROLE**

Knowledge

Understanding how school libraries help kids learn:
Learning outcomes in terms of

- Knowledge outcomes – deep mastery of content
- Critical thinking
- Knowledge construction
- Information-to-knowledge processes
- Information technology
- Reading comprehension and enrichment
- Attitudes and values of information, learning
- Self concept and personal agency

- More access to books > more reading
- More reading takes place if books available
- More access to books > better reading
- More reading > language development: writing, spelling, vocabulary
- More reading > better TOEFL performance
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<http://www.sdkrashen.com/handouts/88Generalizations/index.html>

CHALLENGE 3

BUILDING PARTNERSHIPS AND TEAMS

- Advocated as a high priority for school librarians
- Important dynamic in student achievement
- Low levels of collaboration are documented



- **Study of school librarian-teacher collaboration, 2004-2006**
- **85 school librarians (65%) and 45 teachers (35%)**
- **To develop a deeper understanding of classroom teacher-school librarian instructional collaborations:**
 - **their dynamics, processes, enablers, barriers, impact on learning outcomes**
 - **their role in continuous improvement and school change**

Teachers

- students to develop knowledge of curriculum content
- increased information literacy skills; critical thinking; problem solving
- Increased depth and better quality of learning

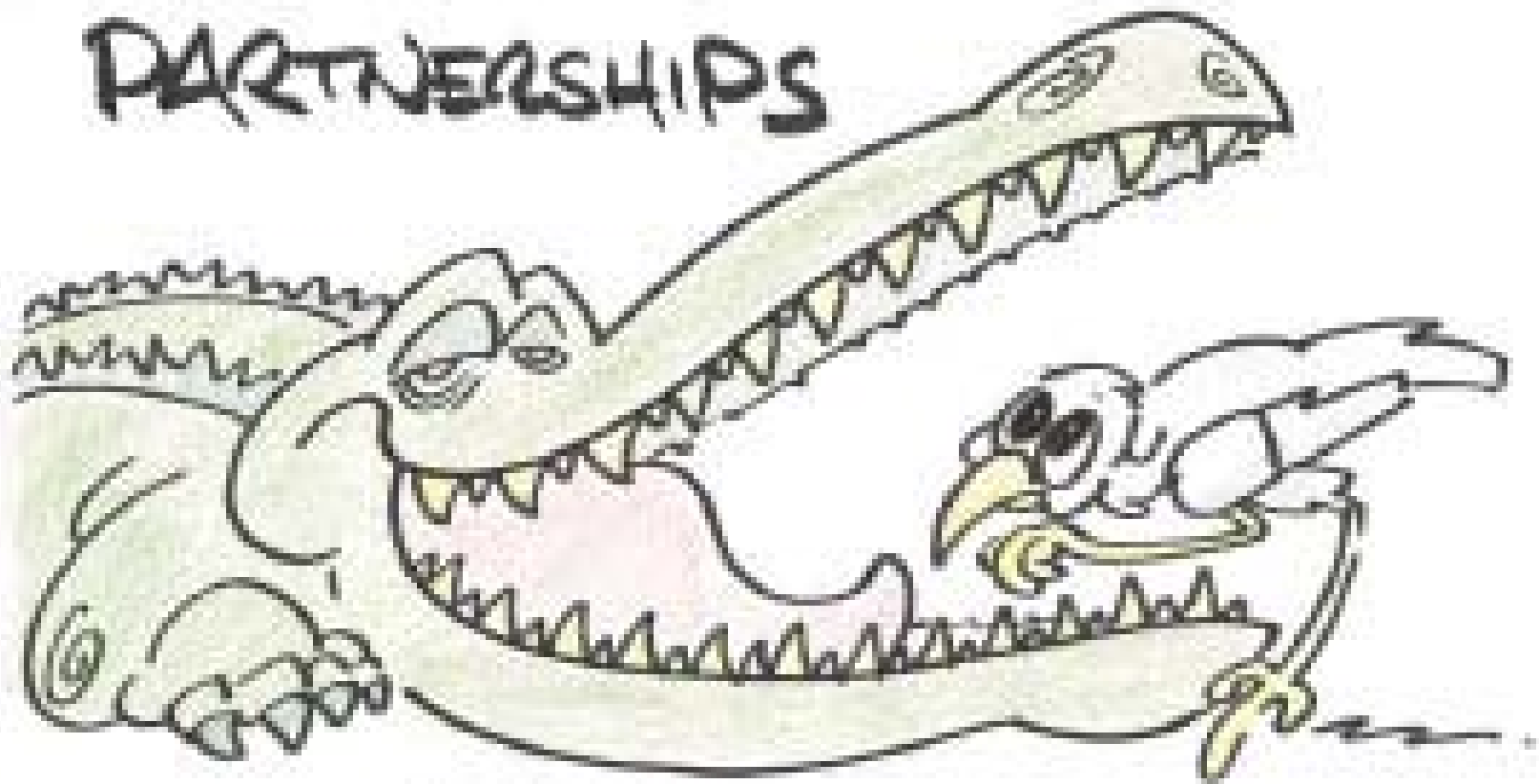
School Librarians

- students to develop information literacy (mostly finding stuff)
- students to develop a better perception of the library and the librarian

Common Goals?

KNOWLEDGE OUTCOMES

PARTNERSHIPS



ARE BUILT ON TRUST.

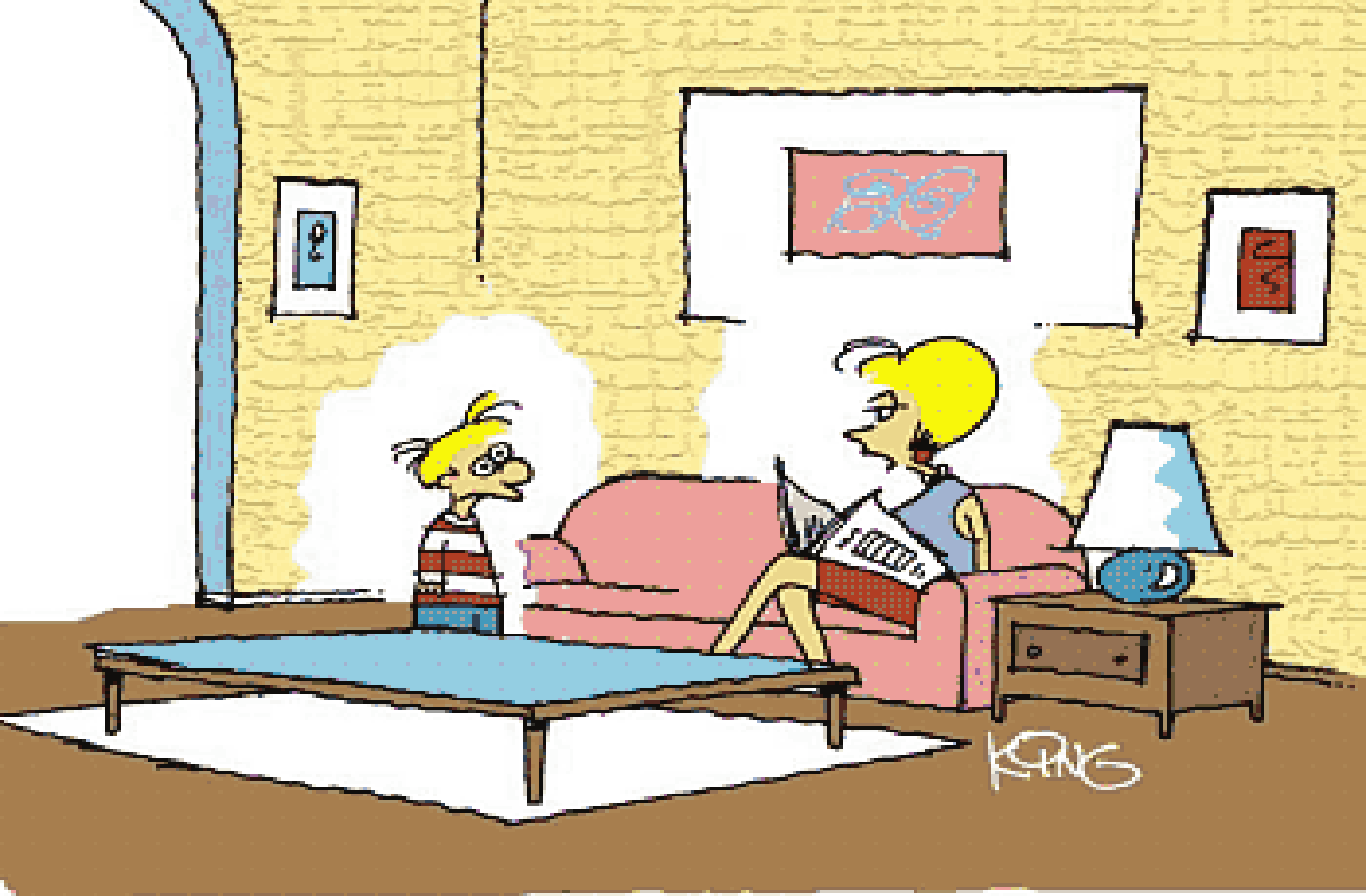
- Take advantage of varied experiences and expertises that exist in a school community
- “Occupational Invisibility” (Hartzell) Do not see depth, breadth and importance of what TLs contribute
 - ➔ flexible team approach; alliances for shared learning
 - Alliances within / outside school
 - Instructional expertise
 - Subject expertise
 - Technical expertise
 - Reading / Literacy expertise
 - Student expertise

CHALLENGE 4

Engaging Web 2.0 tools to develop deep inquiry

Architecture of participation and knowledge creation

Opportunities to engage with tools of knowledge building: blogs and online diaries, wikis, podcasts, videoblogs, content creation mechanisms, syndicated content feeds, folksonomies and user tagging



"No, you weren't downloaded.
You were born."

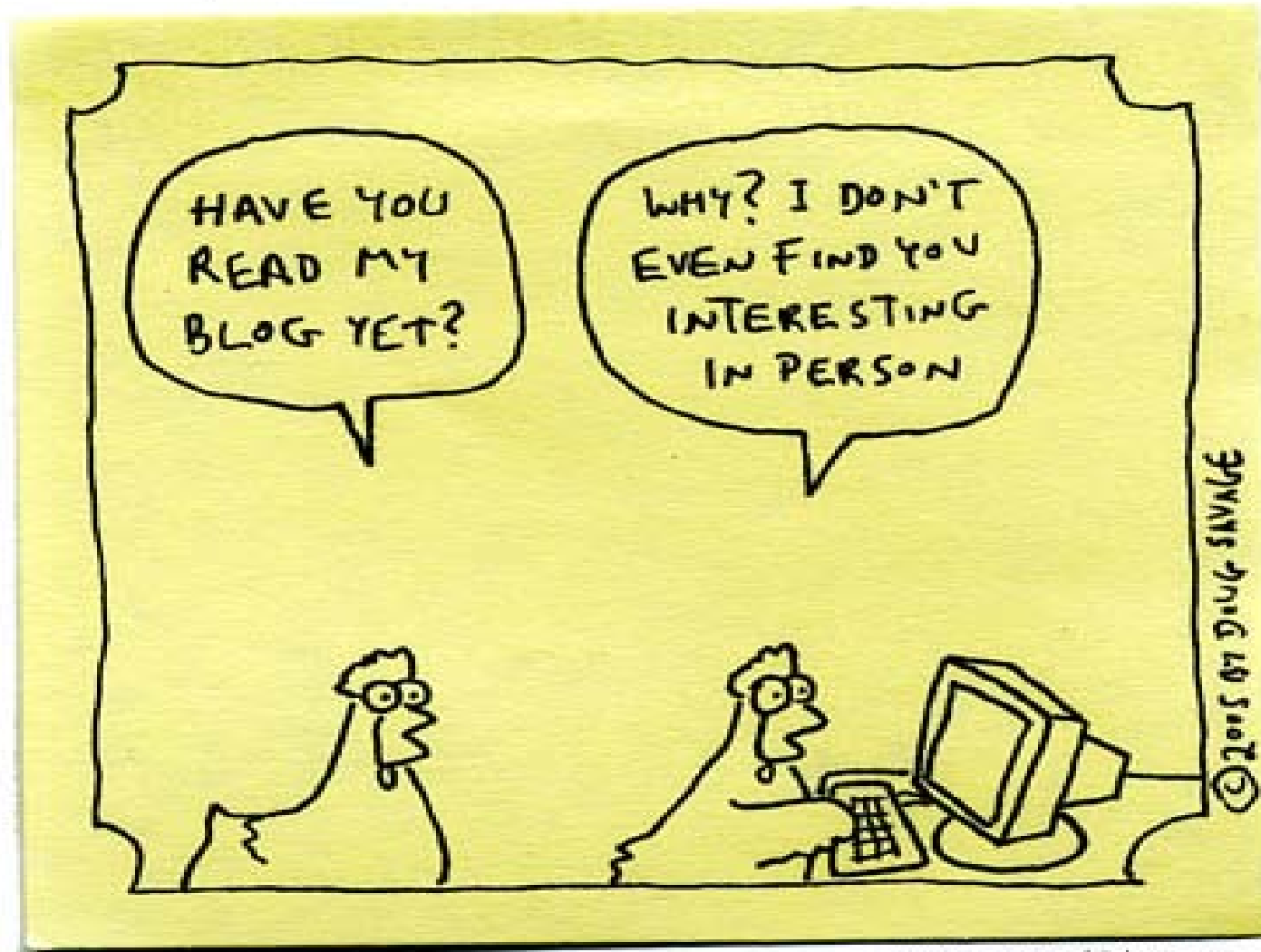
- ***Educational Leadership* (March 2008, Vol 65, No. 6)**
- **Marc Prensky “Turning on the Lights” P. 40 - 45**
- **Powering down in school – not just devices, but brains**
- **“It’s their after-school education, not their school education, that’s preparing our kids for their 21st century lives – and they know it” (p. 41)**
- **“When kids come to school, they leave behind the intellectual light of their everyday lives and walk into the darkness of the old fashioned classroom” (p. 42)**

- **Blogging:** logs / journals/ diaries on the internet; chronological, single authorship; multiple forms, with plug-ins (widgets) for mixing of content, links
- **Wikis:** collaborative, editable writing spaces: collective knowledge
- **Podcasting:** distributing compressed audio across internet; screencasting, videocasting
- **RSS:** Real Simple Syndication / Rich Site Summary: feed of content collected and organized through aggregators
- **Social Networking; Social Bookmarking**

**SCHOOL LIBRARIES AS SAFE SPACES FOR
EXPERIMENTING WITH IDEAS AND TECHNOLOGY**

Savage Chickens

by Doug Savage



www.savagechickens.com

- What constitutes a sustained response? Whose voice is being heard?
- **Expository response:** provision of information
- **Explanatory response:** focus is on explanation
- **Critical response:** addressing postings with argument / evidence analysis
- **Analytical response:** comparison, analysis, identifying patterns, trends, themes, issues, associations across postings
- **Synthetical response:** Developing conclusions, establishing personal viewpoints and perspectives, generating position statements from multiple postings
- **Reflective Response:** my learnings; identifying implications

- **Collaborative, editable spaces: collective knowledge (eg Wikipedia: eg Tsunami 2004 – 9hrs for first 76 word story; 48 hours later, 6,500 words and edited 1,200 times; wikihow.com; wikitravel.com)**
- **Open, contributory, living documents; people work together to generate and maintain a document**
- **Social construction of knowledge; negotiation of meaning: group's best effort, not an individual; community watchdog, soft security**
- **Working as a team / group / community in a shared information space: giving students control of knowledge construction and editorial control – responsibility and ownership**
- **Contributing knowledge to Wikipedia**

- **Constructing the sustained response + creative + publishing competencies**
- **How teams work together in safety and security**
- **Dealing with team issues, conflict eg someone edits without justification / explanation; arguments**
- **Negotiation skills: negotiating to agree on correctness, meaning, relevance**
- **Team management / project management: planning, timelines, role assignment, delegation**
- **Communication eg explaining intentions behind edits**
- **Document management / versions**

CHALLENGE 5

RE-IMAGINE SCHOOL LIBRARIES

©PETER MAUSS/ESTO



©PETER MAUSS/ESTO

- **Library spaces designed for collaborative learning and knowledge creation, sharing and communication**
- **Flexible workspace clusters: collaborations, teams**
- **Flexible collections**
- **Wireless technology / surface computing / multiple HD wide plasma screens**
- **Self-help graphic services, colour imaging, audiovisual editing, collaborative production, knowledge representation and presentation software**
- **Physical designs: functionality, sophistication, creativity, inspiration**
- **24/7 environment: support the knowledge building process out of school**

RUTGERS Re-Imagine School Libraries: Example

- **Data/Info Commons** - the reference collection, building background knowledge, both physical and virtual reference
- **Knowledge Commons** – in-depth resources targeted to deep learning across the curriculum (flexible collection)
- **Leisure Commons** – diverse free-choice reading, listening stations, iPod zone, e-zines and e-books
- **Networking Commons** – collaborative spaces with walls of flat screen monitors for students to create, share, compare, display
- **Tech Commons** – for small and large group instruction, information searching
- **Collective Commons** – flexible discussion group spaces
- **Café Commons** eg Chelmsford Friday Java

Community

Communication

Collaboration

Creativity

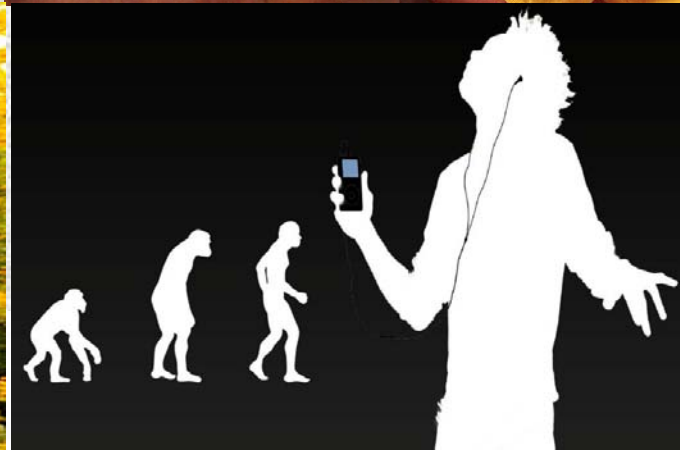


"The library is an arena of possibility, opening both a window into the soul and a door onto the world."

Rita Dove US Poet Laureate 1993-1995

**“When it comes to the future,
there are three kinds of
people: those who let it
happen, those who make it
happen, and those who
wonder what happened”**

(John Richardson Jr)



***“If living is seeing, I’m holding my breath in wonder – I wonder what happens next? A new world, a new day to see”
Bjork***

